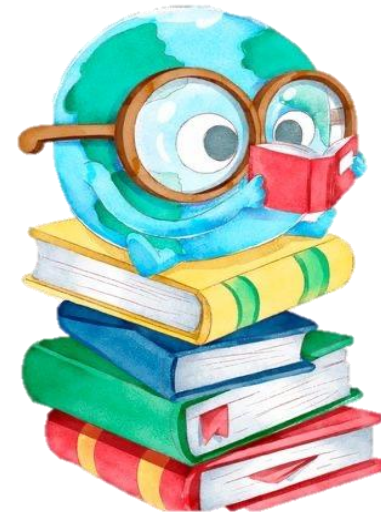


FOUNDATION PHASE – EDUCATOR FILE INDEX

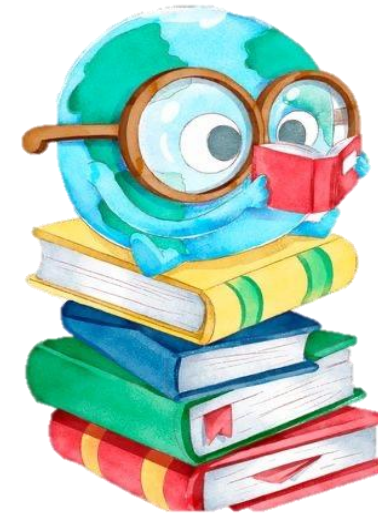
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13. RECORDING:

- **Mark Sheets**
- **Observation Checklist**
- **Rubrics**

14. LTSM/Stock List

15. Resource Documents: Reading Manual, Reading/Language Norms, Language Framework

16. General

DH MASTER FILE AND ALL THE ELEMENTS THAT GO INTO THE FILE.

1. SCHOOL YEAR PLAN:

- DATES WHEN SCHOOL OPEN AND CLOSE PER TERM
- ALLOCATION OF CLASSES
- DIFFERENT DATES MEETINGS WILL BE CONDUCTED - SCHOOL ASSESSMENT COMMITTEE MEETING, SCHOOL BASED SUPPORT TEAM MEETING, SPORTS MEETING, ETC
- ALL OTHER ACTIVITIES THAT WILL TAKE PLACE DURING THE ACADEMIC YEAR MUST BE INCLUDED IN THE SCHOOL YEAR PLAN

2. EDUCATOR PROFILE:

- DH MUST INDICATE THE TEACHERS THAT ARE REPORTING TO HIM/HER IN THE DEPARTMENT IN TERMS OF THE SUBJECTS HE/SHE IS HEADING
- PERSONAL DETAILS OF TEACHERS, SUBJECTS THAT THEY ARE TEACHING AND THEIR QUALIFICATIONS

3. EDUCATOR WORKLOAD/ALLOCATION:

THIS DOCUMENT SHOWS HOW TEACHERS HAVE BEEN ALLOCATED THEIR TEACHING LOAD, FOR EXAMPLE:

- WHICH SUBJECTS THEY WILL BE TEACHING
- HOW MANY HOURS PER WEEK
- HOW MANY PERIODS PER DAY

4. SCHOOL COMPOSITE TIMETABLE:

- CAN BE GENERATED FROM SASAMS OR A MANUAL VERSION
- INCLUDES THE TIMETABLE OF ALL THE CLASSES IN THE PHASE THE DH IS HEADING

5. EDUCATOR PERSONAL TIMETABLE:

- COPIES OF THE PERSONAL TIMETABLES FOR ALL THE TEACHERS THAT THE DH IS HEADING (DH MUST BE ABLE TO DETERMINE WHERE A TEACHER CAN BE FOUND DURING A CERTAIN PERIOD)

6. SCHOOL ASSESSMENT PLAN:

- IT MUST BE DEVELOPED IN SUCH A WAY THAT ALL GRADES ARE INCLUDED. TEACHERS WILL MEET TOGETHER TO DEVELOP THEIR POAs WHICH WILL CONTRIBUTE TO THE FINAL SCHOOL ASSESSMENT PLAN. AFTER IT'S BEEN DEVELOPED BY THE RELEVANT STRUCTURE A COPY MUST BE INSERTED IN THE MASTER FILE AND THEREAFTER COMMUNICATED WITH THE PARENTS.

7. POA:

- TEACHERS SHOULD DEVELOP THE POA ACCORDING TO THE SUBJECT HE/SHE IS TEACHING, BEING GUIDED BY THE SUBJECT POLICY DOCUMENT OF THAT SPECIFIC SUBJECT. SECTION 4 OF THE ASSESSMENT POLICY DOCUMENT PROVIDES GUIDELINES ON WHICH ASSESSMENTS SHOULD BE ADMINISTERED PER GRADE & TERM, FOR EXAMPLE, IT COULD BE AN ORAL OR PRACTICAL ASSESSMENT OR A WRITTEN TASK.

8. SUBJECT POLICIES:

- STAKEHOLDERS OF A SPECIFIC SUBJECT MEET TOGETHER TO DEVELOP A POLICY WHICH IS MADE UP OF DIFFERENT ASPECTS. THIS INCLUDES THE FOLLOWING FOR EXAMPLE YOU CAN INCLUDE THE:
 - NAME OF THE SUBJECT
 - THE PREAMBLE
 - THE LEGISLATIVE FRAMEWORK THAT GUIDES THE SUBJECT
 - WHAT THE SUBJECTS INDICATE IN TERMS OF LEARNER ABSENTEEISM & ASSESSMENT
- ALL THE SUBJECTS THAT ARE BEING LED BY THE DH SHOULD HAVE AN INDIVIDUAL POLICY SO THAT TEACHERS ARE GUIDED BY THE SUBJECT POLICY DURING THEIR TEACHING.

9. NCS DOCUMENTS, E.G., CAPS, NPA, NP4R, ASSESSMENT GUIDELINES & EXAM INSTRUCTIONS:

- CAPS – DIFFERENT POLICIES ON SUBJECTS THAT ARE LED BY THE DH
- NPA-
- NP4R – PROMOTION AND PROGRESSION OF LEARNERS

- **ASSESSMENT GUIDELINES – YOU CAN INCLUDE 1 OF THE ASSESSMENT GUIDELINES THAT YOU KNOW OF. IT COULD BE AN ASSESSMENT GUIDELINE THAT REFERS TO MODERATION OR ANY OTHER CURRICULUM RELATED MATTER.**

10. APIP:

- **ACADEMIC PERFORMANCE IMPROVEMENT PLAN – HOW THE ENTIRE SCHOOL HAS PLANNED TO IMPROVE ON LEARNER PERFORMANCE AFTER COMPLETING THE ANALYSIS ON DIFFERENT SUBJECTS**

11. SUBJECT IMPROVEMENT PLAN:

- **DIFFERENT INTERVENTION STRATEGIES THAT TEACHERS COMPILE TOGETHER TO IMPROVE ON THE PERFORMANCE OF LEARNERS BASED ON THE FORMAL ASSESSMENT TASKS THAT HAVE BEEN ADMINISTERED. IT SHOULD BRIDGE THE KNOWLEDGE GAPS THAT HAVE BEEN IDENTIFIED.**
- **IT SHOULD ADDRESS THE IDENTIFIED CHALLENGES AS PER THE TOOLS THAT HAVE BEEN USED TO ANALYSIS THE FORMAL TASKS. ITS IMPORTANT TO NOTE THAT IT SHOULD NOT BE DEVELOPED IN ISOLATION BECAUSE YOU MIGHT HAVE A SITUATION WHERE INTERVENTIONS DON'T ADDRESS THE IDENTIFIED CHALLENGES.**

12. LTSM POLICY:

- **HOW LTSM MATTERS MUST BE DEALT WITH IN THE DEPARTMENT**
- **ISSUES ON RETRIEVAL OF TEXTBOOKS**
- **ISSUES ON PROCUREMENT – LTSM MATERIALS THAT NEED TO BE PROCURED**

13. INVENTORY LIST:

- **LIST OF TEACHING AND LEARNING MATERIAL EDUCATORS HAVE IN THEIR POSSESSION - FOR EXAMPLE, KNOW HOW MANY LAPTOPS, PROJECTORS, TEACHING AIDS, ETC., HAS BEEN ALLOCATED TO TEACHERS WITHIN THE DEPARTMENT.**

14. DEPARTMENTAL CIRCULARS:

- CIRCULARS THAT ARE RECEIVED FROM YOUR CIRCUIT OR DISTRICT

15. DISTRICT REPORT:

- COPIES OF REPORTS ISSUED BY THE DISTRICT OFFICIALS

DH CURRICULUM MANAGEMENT FILE

1. DH MANAGEMENT PLAN:

- DATES WHEN MODERATION WILL BE CONDUCTED IN THE DEPARTMENT SUCH AS THE PRE & POST MODERATION
- BOOK CONTROL
- CHECKING OF TEACHERS FILES
- WHEN THE CURRICULUM COVERAGE IS GOING TO CHECKED BY THE DH
- DATES WHEN ISSUING LTSM
- DATES OF MEETINGS

2. DEPARTMENTAL MINUTES:

- EVIDENCE OF MEETINGS THAT TAKE PLACE

3. SCHOOL PERFORMANCE TARGET BY GRADE:

- MEMBERS OF THE DEPARTMENT TOGETHER WITH THE DH WILL DECIDE ON THE TARGETS THEY WANT TO ACHIEVE IN TERMS SUBJECT PASS RATE AND SUBJECT AVERAGE.

4. EDUCATORS REPORTS:

- **REPORTS THAT EDUCATORS COMPILE SUCH AS:**
 - 4.1 **CURRICULUM COVERAGE:** INFORMATION ON HOW MUCH CONTENT WAS COVERED BY EACH EDUCATOR IN TERMS OF THE ATP. INCLUDE THE EDUCATOR REPORTING TOOL WHICH IS INFORMED BY THE ATP REGARDING THE TOPICS THAT SHOULD BE COVERED AT A SPECIFIC TIME PER TERM.
 - 4.2 **SBA COMPLETION:** INFORMATION ON THE SCHOOL BASED ASSESSMENTS THAT HAVE BEEN CONCLUDED AND THE ACTUAL DATE THAT SPECIFIC TASK WAS CONCLUDED. LIST OF ASSESSMENTS THAT'S BEEN PLANNED AND THE DATES IT WAS ADMINISTERED.
 - 4.3 **LEARNER PERFORMANCE:** INFORMATION FROM SASAMS – MODULE: 12.9.16.7 WHERE WE'LL FIND THE LEVELS PER SUBJECT, PER GRADE.
 - 4.4 **PROGRESS OF LEARNERS:** FROM SASAMS MODULE: 12.9.16.4 WHICH PROVIDES INFORMATION ON THE PASS RATE OF THE OVERALL GRADE IN THE SCHOOL.

5. EDUCATOR CLASS VISIT REPORTS:

- **VISIT THE TEACHERS IN THE CLASSROOM AND DEVELOP A REPORT ON THE FINDINGS AND PROVIDE RECOMMENDATIONS. IT MUST BE DEVELOPMENTAL AND NOT TO FIND FAULTS. ANY CHALLENGES MUST BE ADRESSED IN AN AMICABLE AND CONSTRUCTIVE MANNER.**

6. CURRICULUM MANAGEMENT TOOLS:

- **TOOLS THAT THE DH USES TO CONTROL OR MONITOR WORK THAT TAKES PLACE IN THE DEPARTMENT SUCH AS:**
 - 6.1 **CURRICULUM COVERAGE TOOL** – CHECK AGAINST THE LEARNERS BOOKS TO VERIFY THAT WHATEVER INFORMATION THE EDUCATOR INDICATED IN THE TOOL CORRELATES WITH THE LEARNERS' BOOKS.
 - 6.2 **LESSON PLANS:** SAMPLES OF LESSON PLANS SHOULD BE KEPT INDICATING THE TYPES OF TEMPLATES THAT IS BEING USED FOR LESSON PREPARATION.
 - 6.3 **BOOK CONTROL TOOL:** INDICATE DATES WHEN LEARNERS BOOKS ARE GOING TO BE CHECKED.
 - 6.4 **QUESTION/ITEM ANALYSIS:** A TEMPLATE/TOOL EDUCATORS WILL USE AFTER THEY HAVE ADMINISTERED THEIR FORMAL TASKS TO CHECK THE ITEMS AS PER THE ASSESSMENT TASKS.

6.5 **SUBJECT FILE CONTROL:** AS PER THE MANAGEMENT PLAN THE DH WILL SET DATES WHEN HE/SHE IS GOING TO CHECK THE TEACHER'S FILE. THE TOOL MUST BE COMPLETED AND FILED.



END

